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CLASSROOM INSTRUCTION IN RELIGION IN TWO HUNDRED AND FIFTY COLLEGES

LURA BEAM, ASSOCIATE SECRETARY

This study concerns itself with the opportunity for religious instruction in the classroom open to 100,000 students.

This number is approximately one-sixth of all those going to college during the year. The instruction of the classroom may be the least of the religious influences of their lives, but within this limited phase of influence, both the opportunity for instruction in religion and the channels which this opportunity takes are known to be changing. It is, therefore, the purpose of this study to define present status.

The material following is based upon the records of 250 colleges of nineteen denominations affiliated in the Council of Church Boards of Education, excluding junior colleges and a few four year institutions which were not operating during the period studied. It is representative of religious instruction in all colleges affiliated with Protestant churches, not only because it includes all groups of numerical importance except Southern Baptists, but because these records are the chief expressions of denominational belief and their characteristic educational derivatives. From this mode, the variations due to denominational philosophy, membership and finance may be constructed.

The study will attempt to answer such questions as: How much classroom instruction in religion? What kind of religious instruction? What causes the difference in kind? What are the sources and provisions of such instruction? How does it compare with similar instruction in state institutions? What are the problems?

I

HOW MUCH RELIGIOUS INSTRUCTION?

In answer to the question, "How much religious instruction?" the answer is, "More than there used to be." That is, more in the sense of varying fields from which to choose and also more in quantity. For example: the available catalogue of a college under Protestant auspices for 1900-01 advertised fourteen hours of instruction in religion—six hours of moral science including Christian evidence, three hours of Old Testament history and three hours of sacred literature, particularly Job, the Psalms and Proverbs, and two hours of New Testament (Matthew, Acts and Corinthians). All this work is scheduled for the freshman year and "may be taken in the senior year in the academy."

In 1923-24, the typical college in the group here considered, advertised twenty-eight semester hours of instruction in religion and actually taught twenty. This was taught for college credit only, was spread out over the four college years and expanded the content of the earlier department by adding various phases of the interpretation of religion and the technique of teaching it.¹

However, in a gauge of quantity in instruction, the number of students taking the courses must be known as well as the number of hours taught.

In a given college of 150 students, it might happen that the twenty semester hours of religious instruction taught were divided into six semester hours of Bible enrolling sixty students, six semester hours in the Life of Christ enrolling thirty, four hours in Religious Education enrolling eighteen, and four hours in denominational history enrolling seven. Multiplying the hours of credit by the enrollment would give the number of semester hours earned by each course, for example in the first course above, 360. Then the sum of the products of each course is equal to the number of semester hours earned by the department, in this case 360 plus 180 plus 72 plus 28 or 640. By this process the earnings of every department giving instruction in

¹ Table I, pp. 214-223.

religion in the colleges reporting have been counted and listed as the first column in Table III, pp. 230-239.

The semester hours earned which are listed in this column range from less than fifty to more than 2,000. This variation can be reduced by changing the factor of enrollment. Dividing the semester hours earned by the total enrollment of the college gives a quotient which may be called the semester hours earned per student. For example, 640 semester hours earned in a college of 150 students apportion as 4.26 per student, but in a college of 500 students the same number would mean 1.28 per student and in one of 2,500, the result would be .25 per student. These figures do not express facts of course, since all students do not take Bible and since no student earns .25 of a semester hour in any subject. They are merely a device to show the habits of religious instruction in a form comparable as between institutions and comparable also with other departments.

This mathematical measure has been constructed for the institutions supplying data.² The amount of instruction in religion in the typical denominational college in 1923-24 may be represented by 1.66 semester hours earned per student in the college of arts and science, this being the median of 216 cases, upon a scale where the college giving the largest amount stands at 5.37 and the one giving the least at .12. The middle half of these cases is represented by figures varying from 1.97 down to 1.23.

These figures standing for the amount of instruction in religion vary among denominations. Colleges under the auspices of Southern denominational groups are represented by the largest amounts. Those of the Presbyterian U. S. group have eight out of eleven institutions reporting 2.00 or above. Colleges under Methodist Episcopal, South, auspices have all but seven of twenty-two cases above the median.

The United Lutheran, Presbyterian U. S. A., Evangelical and Brethren groups follow next in this order. The Methodist Episcopal group of colleges gives proportionately less religious instruction than those preceding; their median, 1.25, is of cases ranging from 6.01 to .13. The colleges of Congregational affilia-

² Table I, pp. 214-223.

TABLE I.—ENROLLMENT, SEMESTER HOURS TAUGHT AND EARNED IN RELIGIOUS INSTRUCTION,
1923-24

Institution	Total Enrollment ⁽¹⁾	Enrollment College of Arts and Science	Enrollment in classroom Religious Instruction ⁽²⁾	Semester hours advertised to be taught in course	Semester hours taught	Semester hours earned per student, College of Arts and Science
NORTHERN BAPTIST CONVENTION						
1. Bates	622	616	222	36	27	1.08
2. Brown	3,362	1,603	119	84	30	.36
3. Bucknell	963	959	150	36	30	.47
4. Chicago ⁽³⁾	8,992(*)	6,310(*)	365	.....	34	.....
5. Colby	555	555	172	12	6	.37
6. Colgate ⁽³⁾	776	722	314	64	36	1.74
7. Denison	1,011	802	353	25	25	1.14
8. Des Moines ⁽³⁾	864	459	379	23	23	1.31
9. Franklin	398	398	173	20	8	1.23
10. Grand Island	217	149	54	28	20	1.54
11. Hillsdale	525(*)	385	71	24	19	.72
12. Kalamazoo	367	364	114	34	23	.74
13. Keuka	109	109	120	29	12	2.38
14. Linfield	250	239	127	31	29	1.91
15. Ottawa	414	326	250	40	32	2.03
16. Redlands	409	409	231	28	28	1.61
17. Rochester ⁽³⁾	1,746	764	95	12	9	.37
18. Shurtleff	217	181	22	8	4	.24
19. Sioux Falls	133	109	45	8	8	.83
20. William Jewell	410	410	50	33	24	.71
SEVENTH DAY BAPTIST						
21. Alfred ⁽³⁾	336	336	79	66	35	.96
22. Milton	203	156	24	29	16	.64
23. Salem (West Virginia)	352	159	27	4	4	.34

CHURCH OF THE BRETHREN

24. Blue Ridge	123	69	12	27	15	.87
25. Bridgewater	134	133	123	38	19	3.11
26. Elizabethtown	166	159	159	38	21	2.20
27. Juniata (3)	275	259	10	20	12	.23
28. La Verne	103	103	111	103	18	3.35
29. Manchester	961(4) (5)	430	392	103	71	1.97
30. McPherson	506	286	152	84	40	1.60
31. Mount Morris	200	192	51	16	16	1.20

CHURCH OF THE BRETHREN IN CHRIST

32. Indiana Central	487	327	171	42	20	1.89
33. Lebanon Valley	487	282	153	20	16	2.17
34. Otterbein	516	455	52	33	8	.32
35. Philomath	66	16	27	11	11	3.75
36. York .....	.....	.....	12	12	12	.....

CHRISTIAN CHURCH

37. Defiance	286	276	103	72	24	1.12
38. Elon (6)	316	263	395	69	33	7.54

CONGREGATIONAL

39. Beloit	527	516	168	36	19	.52
40. Berea	1,244(4)	259	323	40	24	2.59
41. Carleton	851	805	322	69	39	1.20
42. Colorado	677	594	147	24	18	.73
43. Doane	234	188	49	7	5	.91
44. Drury (3)	481	411	253	40	30	1.92
45. Fairmount	650	437	143	21	14	.65
46. Grinnell	752	707	98	47	31	.57
47. Knox	884	601	137	15	15	.39
48. Marietta	324	304	48	7	7	.41
49. Middlebury .....	.....	.....	76	9	9	.....
50. Northland	182(4)	105	42	27	18	1.37

TABLE I.—(Continued)

Institution	Total Enrollment ⁽¹⁾	Enrollment Science College of Arts and	Enrollment in classroom Religious Instruction ⁽¹⁾	Semester hours advertised to be taught in course	Semester hours taught	Semester hours earned per student, College of Arts and Science
CONGREGATIONAL						
51. Oberlin ⁽³⁾	1,578	1,216	790	.....	24	.72
52. Olivet	534	414	446	25	18	2.15
53. Pacific University	280	144	40	9	6	1.11
54. Piedmont ⁽³⁾	146	130	30	.....	12	1.29
55. Ripon	491	491	409	46	29	1.19
56. Rollins	335	195	52	8	6	.61
57. Washburn	1,304	673	160	41	23	.51
58. Wheaton (Illinois)	450	291	155	8	8	1.07
59. Whitman	714	481	480	29	22	2.06
60. Yankton	409	203	0	16	0	0
DISCIPLES OF CHRIST						
61. Atlantic Christian	135	112	59	54	26	2.69
62. Bethany (West Virginia)	308	308	240	102	63	1.51
63. Butler ⁽³⁾	1,479	1,300	133	36	36	.55
64. Cotner ⁽³⁾	354	257	196	73 ⁽⁷⁾	47 ⁽⁷⁾	3.00
65. Culver-Stockton ⁽³⁾	386	212	110	6	6	1.86
66. Drake ⁽³⁾	1,861	1,355	451	150 ⁽⁷⁾	104 ⁽⁷⁾	1.02
67. Eureka	330	250	186	57	48	2.54
68. Lynchburg	220	220	180	46	40	3.58
69. Spokane University	.....	80	.....	.....	.....	.....
70. Texas Christian ⁽³⁾	1,016	897	161	17	6	.54
71. Transylvania ⁽³⁾	295	285	165	87 ⁽⁷⁾	87 ⁽⁷⁾	2.11
EVANGELICAL ASSOCIATION						
72. Albright	260	177	129	12	8	1.79
73. North-Western College	563	510	260	33	23	1.82

74. Schuykill ^(s)	221	57	19	8	8	1.33
75. Western Union	254(*)	95	43	8	6	1.54
FRIENDS (Orthodox)						
76. Earlham	534	513	226	44	14	1.28
77. Friends	459	387	320	28	22	1.89
78. Guilford	218	218	98	37	21	1.77
79. Haverford	224	224	139	24	24	.96
80. Nebraska Central	53	53	25	27	15	1.51
81. Pacific College	64	64	16	21	9	1.12
82. Penn	553	308	257	36	34	1.64
83. Whittier	216	216	92	32	15	.86
84. Wilmington	253(*)	253(*)	102	32	21	.....
UNITED LUTHERAN CHURCH IN AMERICA						
85. Carthage	334	302	160	32	10	1.32
86. Gettysburg ^(s)	628	628	374	29	27	1.00
87. Lenoir-Rhyne	391	276	372	16	16	4.04
88. Midland ^(s)	454	206	76	17	15	1.45
89. Muhlenberg	1,090	317	357	20	20	3.59
90. Roanoke	232	232	119	12	12	1.83
91. Susquehanna ^(s)	402	241	213	10	10	2.88
92. Thiel	390	247	234	16	14	2.58
93. Wagner	43	25	31	6	5	1.24
94. Wittenberg	1,191	695	474	49	31	1.77
METHODIST EPISCOPAL						
95. Albion	727	710	223	36	21	1.69
96. Allegheny	560	560	256	22	22	1.83
97. Baker	515	494	111	30	30	1.35
98. Baldwin-Wallace ^(s)	386	296	127	23	13	2.13
99. Beaver	193	96	25	5	5	.68
100. Boston University ^(s)	9,898	800(s)	34	28	10	.13
101. Central Wesleyan ^(s)	179	150	291	112(*)	79(*)	4.67
102. Chattanooga	503	356	294	34	28	1.79

TABLE I.—(Continued)

Institution	Total Enrollment (†)	Enrollment College of Arts and Science	Enrollment in classroom Religious Instruction (†)	Semester hours advised to be taught in course	Semester hours taught	Semester hours earned per student, College of Arts and Science
METHODIST EPISCOPAL						
103. Cornell College	921	721	339	34	30	1.32
104. Dakota Wesleyan	334	329	121	19	10	.63
105. Denver (s)	2,866	1,909(s)	435	33	31	.57
106. DePauw	1,422	1,399	267	50	38	.86
107. Dickinson	525	525	82	35	25	.44
108. Evansville	764(4)	448	24	18	9	.21
109. Gooding	152	152	12	12	12	.25
110. Hamline	581	577	69	12	12	.36
111. Illinois Wesleyan	1,162	574	431	25	25	1.24
112. Illinois Woman's	558	290	96	37	18	1.43
113. Intermountain Union	211(4)	142	96	28	24	2.26
114. Iowa Wesleyan	329	290	204	18	10	1.40
115. Kansas Wesleyan	859	459	182	78	18	.72
116. Lawrence	1,332	873	745	63	55	1.88
117. McKendree	172	167	88	36	22	1.25
118. Missouri Wesleyan	401(s)	337	87	30	22	.87
119. Morningside	808	596	383	58	28	.64
120. Mount Union	667	467	356	35	22	1.61
121. Northwestern University(s)	8,598	2,132(s)	293(s)	52(s)	46(s)	.38(s)
122. Ohio Northern	1,331	1,618(s)	1,601	105	50	2.28
123. Ohio Wesleyan	1,839(4)	506	176	24	18	1.04
124. Oklahoma City	1,168	365	205	46	31	1.28
125. Pacific, College of the	512	354	185	51	27	1.40
126. Puget Sound	511	692	353	14	14	1.02
127. Simpson	738					

128. Southwestern College	805	718	83	30	25	.45
129. Syracuse	5,303	1,375	234	29	29	.52
130. Upper Iowa	446	212	67	18	8	.94
131. Wesleyan University	560	560	42	18	6	.43
132. West Virginia Wesleyan	439	394	289	38	35	1.94
133. Willamette(3)	658	548	112	52	30	.46
METHODIST EPISCOPAL, SOUTH						
134. Athens	202	83	85	16	14	2.74
135. Birmingham-Southern	852	617	148	24	24	1.43
136. Centenary	293	293	105	24	22	1.79
137. Central	461	456	264	18	8	1.16
138. Columbia College (South Carolina)	285	285	211	12	12	1.69
139. Emory and Henry	246	246	404	20	15	3.88
140. Emory University(3)	1,194	555	384	21	14	1.66
141. Greensboro	371	295	217	20	20	3.00
142. Grenada	200(4)	122	101	23	20	2.76
143. Henderson-Brown	348	271	230	12	12	3.36
144. Hendrix	372	372	144	24	11	1.03
145. Kentucky Wesleyan	187	186	72	22	8	.77
146. La Grange	92	92	146	25	21	4.25
147. Lander	212	212	359	29	23	3.81
148. Millsaps	336	336	210	40	10	3.21
149. Randolph-Macon (Men)	211	211	67	12	9	.91
150. Randolph-Macon (Women)	772	770	222	7	7	.58
151. Southern Methodist(3)	2,241	1,334	449	12	12	.67
152. Southwestern University	555	453	242	22	22	1.07
153. Texas Woman's	408	326	353	40	38	3.38
154. Trinity College (North Carolina)	1,232(4)	999	531	105	54	2.98
155. Wesleyan College (Georgia)	447	447	416	60	36	4.70
156. Whitworth (Mississippi)	212	212	83	8	8	.78
157. Wofford	466	466	597	38	32	4.90
158. Woman's College of Alabama	445	445	553	32	32	3.27

TABLE I.—(Continued)

Institution	Total Enrollment ⁽¹⁾	Enrollment College of Arts and Science	Enrollment in classroom Religious Instruction ⁽²⁾	Semester hours advertised to be taught in course	Semester hours taught	Semester hours earned per student, College of Arts and Science
METHODIST PROTESTANT						
159. Adrian	188	136	32	.....	4	.96
160. Kansas City University ⁽³⁾	338	116	56	40	13	1.40
161. Western Maryland ⁽³⁾	405	405	144	11	11	.95
PRESBYTERIAN, U. S.						
162. Arkansas	188 ⁽⁴⁾	177	144	16	16	4.71
163. Agnes Scott	493	472	255	30	22	2.25
164. Austin	325	320	365	20	14	2.43
165. Belhaven	223	223	214	14	14	1.92
166. Centre	316	314	189	33	21	1.77
167. Chicora	250	169	169	18	10	2.69
168. Daniel Baker	292	187	106	18	12	3.40
169. Davidson	575	571	384	24	18	4.10
170. Davis and Elkins	130	130	130	8	8	2.00
171. Hampden-Sidney	211	211	142	9	9	1.94
172. Kentucky College for Women .....	.....	93	15	18	3	.48
173. King	96	96	50	12	12	3.12
174. Mary Baldwin	118	118	73	18	12	3.71
175. Presbyterian College of South Carolina	199	199	224	22	22	5.35
176. Queens	262	242	146	12	6	1.81
177. Southwestern Presbyterian	175	175	219	33	24	4.97
178. Texas Presbyterian	105	105	118	20	16	5.37
179. Westminster (Missouri)	237	237	335	15	11	2.90
PRESBYTERIAN, U. S. A.						
180. Albany	157	68	55	9	9	2.42
181. Alma	309	289	251	39	20	2.03

182. Buena Vista	151(*)	135	54	14			
183. Carroll	395	319	264	19	18	4	.80
184. Cumberland	454	220	212	20	20		1.67
185. Duquesne, University of(*)	185	156	76	12	12		3.12
186. Elmira	502	502	258	30	28		1.95
187. Emporia, College of	424	424	616	24	10		2.52
188. Grove City	565	495	220	16	16		2.90
189. Hamilton	352	350	7	6	6		2.51
190. Hanover	584	498	148	33	27		.12
191. Hastings	454	330	330	18	8		.78
192. Huron	355	256	334	24	12		1.73
193. Idaho, College of	456	363	225	11	11		2.92
194. Illinois	503	332	122	26	16		1.26
195. James E. Milliken	1,154	626	263	49	25		1.25
196. Jamestown	275	242	215	36	16		.66
197. Lafayette	953	953	1,271	33	18		1.77
198. Lake Forest	240	240	55	15	9		3.66
199. Lincoln	232	100	34	13	6		.52
200. Lindenwood	429	387	341	20	12		1.02
201. Macalester	634	510	283	30	14		2.08
202. Maryville	626	626	562	31	27		.86
203. Missouri Valley	325	247	171	19	11		2.32
204. Occidental	544	526	545	31	25		1.50
205. Park	357	357	270	34	28		2.29
206. Parsons	622(*)	472	295	16	6		1.98
207. Trinity University (Texas)	369(*)	512	219	20	18		1.27
208. Tulsa, University of	548	287	317	12	11		2.08
209. Tusculum	134	134	140	12	9		1.76
210. Wabash	503	503	117	27	21		2.38
211. Washington and Jefferson	505	487	285	7	7		1.05
212. Wayneburg	305	170	182	8	8		.84
213. Western College for Women	318	318	192	28	14		2.14
214. Whitworth (Washington)	147(*)	37	38	10	4		1.61
							2.00

TABLE I.—(Continued)

Institution	Total Enrollment ⁽¹⁾	Enrollment College of Arts and Science	Enrollment in Religious Instruction ⁽²⁾	Semester hours advertised to be taught in course	Semester hours taught	Semester hours earned per student, College of Arts and Science
PRESBYTERIAN, U. S. A.						
215. Wilson	396	380	415	39	22	2.15
216. Wooster	807	807	837	53	39	1.84
UNITED PRESBYTERIAN						
217. Monmouth	588	405	286	30	26	1.69
218. Muskingum	1,046 ⁽²⁾	689	716	43	41	2.14
219. Sterling	271	201	320	27	25	3.48
220. Westminster (Pennsylvania)	340	321	460	13	11	3.11
PROTESTANT EPISCOPAL						
221. Hobart	209	209	28	10	6	.80
222. Kenyon ⁽³⁾	250	250	76	11	2	.61
223. South, University of the ⁽³⁾	258	233	435	6	6	3.73
224. St. Stephen's	125	125	106	9	2	.85
225. Trinity (Connecticut)	256	256	19	17	3	.22
REFORMED CHURCH IN AMERICA						
226. Central (Iowa)	171	149	93	12	8	2.59
227. Hope ⁽³⁾	543	423	423	10	10	2.26
228. Rutgers ⁽³⁾	1,230	745 ⁽¹⁰⁾	74	8	8	.22
REFORMED CHURCH IN THE UNITED STATES						
229. Cedar Crest	128	85	42	22	14	2.19
230. Franklin and Marshall ⁽³⁾	521	509	330	24	15	1.66

231. Heidelberg	436	347	124	38	9	1.06
232. Hood ⁽¹¹⁾	533	532	140	12	10	1.61
233. Ursinus	321	277	153	8	8	2.21

(¹) Excluding students in the secondary school, the summer session and correspondence students; cf. page 227, note (6).
 (²) Including duplicates.
 (³) Opportunity to study in a theological department, theological seminary, college of missions, college of the Bible or school of religion is available in connection with this institution.

(⁴) 1922-23.

(⁵) Including summer session.

(⁶) Ministerial students completing certain courses in this institution may be admitted to second year standing in selected theological schools. They are included in these totals which are, therefore, not comparable with those of colleges of liberal arts.

(⁷) Including College of the Bible.

(⁸) College of liberal arts only.

(⁹) Department of Religious Education only. There is also a department of Biblical Literature.

(¹⁰) Excluding 419 in the college for women.

(¹¹) A new program becomes effective in 1924-25.

(¹²) The following institutions are not included: Fargo, Pomona, Tabor (Congregational); Hiram, Phillips (Disciples of Christ); Newbury (United Lutheran); Nebraska Wesleyan, University of Southern California (Methodist Episcopal); Galloway, Morris Harvey, Port Gibson, Southern (Methodist Episcopal, South); Flora Macdonald (Presbyterian, U. S.); Coe (Presbyterian, U. S. A.); Tarkio (United Presbyterian); Catawba, Mission House (Reformed, U. S.).

TABLE II.—DISTRIBUTION OF ENROLLMENT BY CLASSES, 240 DENOMINATIONAL COLLEGES, 1923-24

I By Numbers						II By Per Cent					
Denomination	Total	Freshmen	Sophomores	Juniors	Seniors	Specials	Freshmen	Sophomores	Juniors	Seniors	Specials
Baptist(1)	9,400	3,227	2,514	1,885	1,604	170	34	27	20	17	2
Baptist, Seventh Day	651	242	159	131	89	30	37	24	20	14	5
Brethren	1,701	583	380	253	256	229	35	22	30	13	-
Brethren, United(2)	1,076	418	266	194	169	29	40	25	18	16	1
Christian	539	231	129	75	81	23	43	24	14	15	4
Congregational(3)	9,895	3,902	2,542	1,657	1,476	318	40	25	17	15	3
Disciples of Christ(4)	5,641	2,385	1,442	825	672	317	42	25	15	12	6
Evangelical	839	304	215	153	149	18	36	26	18	18	2
Friends(5)	1,977	832	512	327	250	56	42	26	16	13	3
United Lutheran	3,371	1,289	823	628	520	111	38	24	19	16	3
Methodist Episcopal(6)	25,085	10,335	6,173	3,999	3,374	1,204	41	25	16	13	5
Methodist Episcopal S.	10,475	4,487	2,478	1,592	1,326	592	43	24	15	13	5
Methodist Protestant	657	202	162	114	85	94	26	26	17	15	16
Presbyterian U. S.(7)	4,206	1,804	1,019	615	428	340	43	25	15	11	6
Presbyterian U. S. A.(8)	14,077	5,744	3,676	2,342	1,913	402	41	26	17	14	2

Presbyterian United	1,792	688	398	314	288	104	39	22	17	16	6
Protestant	1,073	405	311	204	129	24	38	29	19	12	2
Episcopal	1,317	451	365	289	201	11	34	28	22	15	1
America	1,839	659	473	316	276	115	36	26	17	15	6
Reformed in U. S.											
Total	95,611	38,188	24,037	15,913	13,286	4,187	40	25	17	14	4

Certain institutions, supported by more than one denomination, have been counted only once. The following institutions are not included:

(¹) University of Chicago.

(2) **York College.**

(¹) Tabor, Middlebury.

(*) **Phillips University.**

(⁶) Wilmington College.

(*) Ohio Northern, Gooding.

(7) Kentucky College for Women.

(²) Buena Vista, Lindenwood.

tion teach less with .87 as the median, the distribution of cases ranging from 2.59 to .39.

In the eight colleges under the auspices of the Five Years' Meeting of the Society of Friends, all but one of the cases reporting are within the concentrated range of 1.12 to 1.89. This is an exception among the denominations, most of which show wide variation in the practice of their individual institutions. Special courses for prospective ministers among college students may be factors in this group.

There is no information concerning instruction in religion in independent institutions in 1923-24.³ In 1920-21, the department of biblical literature in Smith College was represented by 1.48 on a scale in which the highest department (English) was 6.11 and the lowest (Italian) .15. The department at Mount Holyoke was represented by 1.87 in a scale ranging from (English) 6.58 to .02 (Hebrew). In Wellesley the department was represented by 2.52 on a scale which ranged from 6.92 (English) to .01 (Hebrew). Vassar was represented in the department of religious instruction by .24 on a scale ranging from 6.16 (English) to .08 (Education). Amherst College and the college of liberal arts of New York University (men) had no amount large enough to be separately reported for the department of religious instruction in that year.

The relative position of departments of religious instruction to other departments in regard to earning power has been illustrated in the case of Colorado College⁴ and in thirty-nine colleges studied by the Association of American Colleges.⁵ English, history, French, mathematics and biology have been the departments with greatest earning power in about 200 colleges studied and the range in semester hours earned per student has been from a maximum of 8.00 to a minimum of .001. Against this

³ Independent institutions are not included in this study. These references are merely for purposes of comparison.

⁴ Association of American Colleges *Bulletin*, Volume VIII, Number 5, p. 274.

⁵ A Study of Higher Education in Nebraska, with special reference to Doane College, unpublished study of the Council of Church Boards of Education.

background is a median of 1.66 for the department of religious instruction in the denominational college.

However, we are concerned with a process which is not readily amenable to formula. The semester hours earned as reported by institutions are presumed to be correct. The semester hours earned per student in the college of arts and science are only approximately correct.⁶ Those institutions having other departments, however, are not properly represented by figures constructed on the arts and science basis. The results which appear for them are inflated in proportion to the volume of their additional enrollment.

The method of using total institutional enrollment as the divisor was abandoned after experiment, as less reliable, but the table states this total enrollment together with notes as to which institutions have opportunity for special religious and theological education. These two factors must be considered as affecting all quantitative measures.

In the 229 cases for which data are available, thirty institutions are affiliated with a college of the Bible, theological seminary or other specialized opportunity for religious instruction. Of the 190 cases remaining 101 are colleges of arts and science exclusively, and thus comparable among themselves.⁷ The remaining eighty-nine institutions have other kinds of enrollment, and are not comparable with the liberal arts group.

When the college of arts and science is used as the divisor there is no appreciable difference in the semester hours earned in religious instruction in these two groups. When the 101 colleges of arts and science in the first group are studied separately, there is no difference in the medians already stated. When the eighty-nine institutions of the latter group are studied separately on the basis of total institutional enrollment, the median number of semester hours earned per student is .90 and

⁶ As these figures were taken at various periods during the school year of 1923-24, they do not represent the recognized totals of the year, but merely the count at a given date. Considerable variations are indicated by the publication of catalogues for 1924-25.

⁷ Departments of secondary education attached to some of these colleges have been excluded from all computations.

the range is from 2.85 to .12. This means that in these cases colleges spreading toward the university type are giving only a little more than half as much classroom instruction in religion as is given by the college of liberal arts.

II

WHAT KIND OF RELIGIOUS INSTRUCTION?

Quantitatively, the kind of religious instruction is that thought suitable for freshmen and sophomores.

This is true first because freshmen and sophomores are the predominant element of the college. Figure 1 accompanying illustrates their distribution in 240 institutions.⁸

This distribution of classes is similar to that found by various earlier studies in enrollment.⁹

This is true secondly, because the requirements which institutions make for the degree are assigned chiefly to the freshman and sophomore years. A few institutions permit all Bible to be elective, but even in those cases, the elementary courses habitually precede the advanced. If the large number of students concerned are reduced to lower terms, every college group of 100 students may be divided into forty freshmen, twenty-five sophomores, seventeen juniors, fourteen seniors, and four specials. Sixty-five of these students are likely to be taking six semester hours of prescribed religious instruction on the freshman or sophomore level. The four specials are not bound by the re-

⁸ Table II. p. 224-225.

⁹ In 1918 a study of 313 colleges of liberal arts by the United States Bureau of Education quoted the following proportions:

Freshmen	39.2
Sophomore	26.4
Junior	19.4
Senior	15.1

Similar findings are stated in *Colorado College*, Association of American Colleges *Bulletin*, Volume VIII, Number 5, May, 1922; *A Study of Nebraska Colleges*, Council of Church Boards of Education, 1921-22; Association of American Colleges, *Bulletin*, Volume III, Number 2, March, 1917.

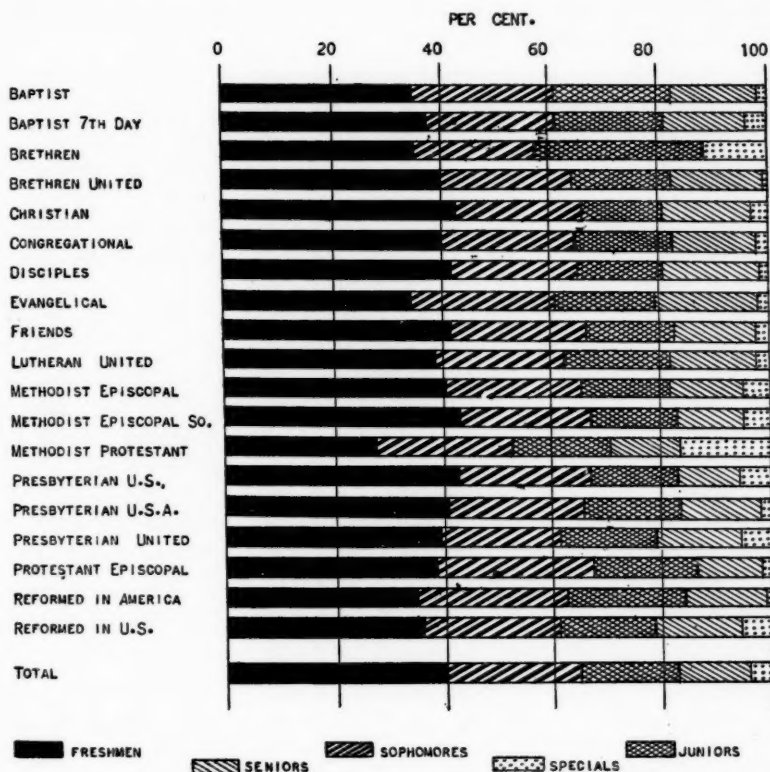


FIGURE 1—Distribution of 95,611 Students, 1923-24.

quirements for graduation but if they elect religious instruction, must begin with the prescribed freshman or sophomore courses. This leaves thirty-one students to take more advanced work.

Qualitatively, the study attempts to show such significance of the program of instruction in religion as can be discovered by assembling the semester hours taught in every course, in all the institutions supplying data.¹⁰

¹⁰ Table III, pp. 230-239. Original records giving the exact title of every course taught, with enrollment, and announcement of those advertised but not taught, are available in the office of the Council of Church Boards of Education.

TABLE III.—DISTRIBUTION OF SEMESTER HOURS EARNED BY COURSES, 1923-24

Institution	Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
(1)	666					183			66	75	195					66		63		
(2)	585	102										93	93							
(3)	450								42											45
(4)	732	161	205				18				78	11	11			29		73		
(5)	483					258	113	112												
(6)	1259		138	30		282		54			48								72	
(7)	914	588		75																
(8)	833	398					45				75					46				105
(9)	489						60				102						327			
(10)	230					88	2				76									
(11)	279		42					85			80							45		
(12)	271	154				21				18							42			
(13)	260	80					40	40									30			
(14)	457	67				160					84						36			
(15)	661	30					42		30							27	231		66	
(16)	659					96											81	159		
(17)	285	120					78													
(18)	44						16						28							
(19)	90	28					22												32	
(20)	300	54				174				6							66			
(21)	314				44	78				16	78						8		6	
(22)	99					48					21									
(23)	54					16					38									
(24)	60								12	12										36
(25)	414						180									150				
(26)	351					100	116				100							10	10	
(27)	60																			
(28)	345	201														48		72		
(29)	848						140		26	44	144				40	82	70	34		58
(30)	462						108	18	24	32	78				9					
(31)	232						84					92								
(32)	620	104		18		356					116									
(33)	612	28					504		80											
(34)	144																			
(35)	60		16													10	10			20
(36)	28						8									12				
(37)	309							105			39	39								
(38)	1995	720															264			138
(39)	266	131					30											60		

Key:

A. Numbers in parentheses refer to institutions listed by denominations. Table I, p. 214 ff.

B. Titles of courses to be inserted above columns

1. Bible
2. Biblical Literature
3. Biblical Geography and Archaeology

4. Hebrew
5. Old Testament
6. Hebrew History
7. Hebrew Literature
8. Prophets, Poets, Wisdom Literature

9. New Testament Greek
10. New Testament
11. New Testament History
12. New Testament Literature

13. Acts
14. Johannine Literature
15. Paul

16. Life of Jesus
17. Teachings of Jesus
18. Apostolic Age

19. Church History
20. Beginnings and History of Christianity
21. Doctrinal and Denominational History

22. Systematic Theology
23. Christian Evidences and Apologetics

DISTRIBUTION OF SEMESTER HOURS EARNED BY COURSES, 1923-24

[illegible]

24. Theism
25. Christian Ethics

26. History of Religion
27. Comparative Religions

28. Psychology of Religion
29. Philosophy of Religion
30. Religious, Social and Ethical Ideals
31. Modern Religious Problems
32. Social Teachings of Bible
33. Social Interpretations of Jesus
34. Christian Sociology

- ### 35. Missions

36. Religious Education
37. Principles and History of Religious Education
38. Methods, Organization, Administration,
Religious Education
39. Curriculum, Childhood, Adolescence
40. Church (methods)
41. Sunday School, Church School
42. Homiletics
43. Miscellaneous

TABLE III.—(Continued)

Institution	Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
(40)	670	—	—	—	—	—	—	—	160	—	60	—	284	—	—	—	18	8	—	—
(41)	966	—	—	—	—	276	—	—	69	—	294	—	—	—	—	—	54	—	—	—
(42)	435	63	39	—	—	—	—	—	—	—	—	—	—	—	—	—	36	180	75	—
(43)	172	164	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(44)	789	519	—	—	—	—	—	—	—	—	—	—	—	—	—	—	54	—	—	15
(45)	286	—	64	—	—	—	—	—	18	—	—	—	—	—	—	—	132	—	28	—
(46)	405	150	—	—	—	—	—	—	—	—	—	—	—	—	—	—	30	—	—	—
(47)	236	52	—	—	—	36	—	—	—	—	46	—	—	—	—	—	—	—	—	—
(48)	126	—	—	—	—	—	72	—	—	—	—	45	—	—	—	—	—	—	—	—
(49)	228	—	—	—	—	96	—	—	—	—	87	—	—	—	—	—	—	—	—	—
(50)	144	—	—	—	—	—	36	—	—	—	—	45	—	—	—	—	—	—	—	—
(51)	886	48	—	—	—	256	—	—	—	—	54	—	—	—	—	—	—	—	—	—
(52)	892	—	12	—	—	—	122	—	—	—	—	—	—	—	—	—	116	—	—	20
(53)	160	—	—	—	—	—	22	—	—	—	—	—	40	—	—	—	—	—	—	—
(54)	168	—	—	—	—	156	—	—	—	—	6	—	—	—	—	—	—	—	—	—
(55)	588	—	150	—	—	30	—	—	—	—	30	—	—	—	—	—	145	—	—	—
(56)	104	—	—	—	—	34	—	—	—	—	36	—	—	—	—	—	—	—	—	—
(57)	343	168	—	—	—	—	39	—	12	—	—	24	—	—	—	—	46	—	—	—
(58)	316	200	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(59)	993	516	—	—	—	80	—	—	—	—	294	—	—	—	33	30	39	—	—	—
(60)	None taught 1923-24																			
(61)	302	—	—	—	—	78	—	—	—	—	84	—	—	—	—	—	—	—	—	—
(62)	465	—	—	—	40	10	132	36	—	—	18	—	—	39	—	—	—	—	—	21
(63)	710	—	—	—	—	116	150	—	—	24	—	334	—	—	—	—	—	—	—	—
(64)	757	26	—	—	—	—	138	—	18	—	96	268	—	—	—	—	36	—	—	—
(65)	352	—	—	—	—	100	24	—	—	16	132	28	—	—	—	—	—	—	—	—
(66)	1388	—	—	—	86	—	96	—	84	88	154	168	—	—	—	66	—	60	—	—
(67)	635	138	—	—	—	96	—	—	—	8	—	—	—	—	—	—	108	—	141	16
(68)	788	—	—	—	—	48	384	—	46	—	—	72	—	—	—	—	110	—	—	60
(69)	42	42*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(70)	483	—	—	—	—	—	—	360	—	—	—	—	—	—	—	—	—	—	—	—
(71)	602	—	—	—	—	58	—	—	—	—	109	—	—	—	—	—	318	—	—	28
(72)	318	—	—	—	—	—	114	—	—	—	—	—	—	—	—	—	120	84	—	—
(73)	930	—	—	—	—	108	—	—	—	—	—	—	—	—	—	—	592	—	—	—
(74)	76	—	—	—	—	—	52	—	—	—	—	—	—	—	—	—	24	—	—	—
(75)	136	—	—	—	—	100	—	—	—	—	36	—	—	—	—	—	—	—	—	—
(76)	668	94	—	—	—	—	118	—	—	—	—	—	—	—	—	—	128	—	—	21
(77)	730	—	—	—	—	—	270	—	8	—	62	—	—	—	—	—	166	—	108	—
(78)	387	—	186	—	—	—	—	—	—	—	—	—	—	—	—	—	45	—	—	72
(79)	216	159	—	—	—	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(80)	80	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(81)	72	—	—	—	—	—	—	—	—	—	48	—	—	—	—	—	—	—	—	—
(82)	506	—	—	—	—	—	58	—	58	—	88	—	—	—	—	—	60	18	60	—
(83)	187	30	—	—	—	—	21	20	—	—	—	69	18	—	—	—	—	—	—	—
(84)	484	—	156	—	—	—	138	—	—	—	—	156	—	—	—	—	—	18	—	—
(85)	400	—	—	—	—	80	—	—	—	—	80	—	—	—	—	—	120	—	—	120
(86)	632	359	—	—	—	—	—	—	—	18	14	—	—	—	—	—	63	—	—	—
(87)	1116	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(88)	300	—	—	—	—	112	—	—	—	12	124	—	—	—	—	—	—	—	—	—
(89)	1140	—	—	—	—	460	—	—	—	90	272	—	—	—	—	—	—	—	—	—
(90)	426	—	—	—	—	—	72	—	—	—	—	72	—	—	—	—	144	—	—	—
(91)	696	460	—	—	—	—	—	—	—	—	—	—	—	—	—	—	236	—	—	—

TABLE III.—(Continued)

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
			88					28								24							
						36				60			57			51			30				39
						48																	
						66										6			129				
16																	28						
48						42				121								16					28
						30	28				9		14										
								45															
								15		12													36
												54											474
22						180	60									180							180
								80								18							
																6							
30										33					12	55		50					53
34																							
							38										8	6					
			60																				1
								54															
																	60						26
56										30							27	18	50				74
23			81				14								22		15					20	
																	32						
64			263	33			24															23	179
								38								32			22		18	18	
16			16															36					
								123															
31																36							22
								105	51							36		22	16				
							81				142					54		30					
38						56									22								
45																					39		
33																							
																			44			16	
20										32									34	24		18	36
5						24																	
							16																
22						24									18								114
104			712																				
								52															
						104				110	104												
			138																				

TABLE III.—(Continued)

Institution	Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
(92)	737	477																		140
(93)	31	4								2										22
(94)	1131	568															111			14
(95)	1197	116								4								894		
(96)	1022		39				39					432	434							
(97)	666		78				282					168								
(98)	632	480																		
(99)	66	18									48									
(100)	103	99														4				
(101)	701	88					195				54									84
(102)	640	110					129		36									116		
(103)	960	420					45		54								172	140	32	
(104)	208						31	31				33	33							
(105)	1091	140	168				240					120								
(106)	1211					215				81					210	100	425			
(107)	233	114																		
(108)	96																			
(109)	36					9					9									
(110)	207	105																		102
(111)	947	48					296					290					60	66		
(112)	414						252									12		120		
(113)	322		60								60				12					
(114)	408	170										180				16				
(115)	332	246																		
(116)	1446						708													
(117)	208									36	6				39					16
(118)	289						63	30		30		81	33							
(119)	383	190					48													
(120)	764														18	33	108			45
(121)	805																			
(122)	114					68														
(123)	3690		16				1212				1639									
(124)	528					126					120							81		
(125)	465		16				170					150								
(126)	498								309									36		
(127)	706		48			60											248		220	
(128)	344		100			70														
(129)	714		60		84		258			6		240								
(130)	194								63								117			
(131)	252	252																		
(132)	766		26						12			278	277							
(133)	252					16		16					20					88		36
(134)	206					72											42	42		16
(135)	888		480				96					36	36							
(136)	526	228				72											16		72	
(137)	528	472							56											
(138)	482						80	80			208									24
(139)	954						206					112							198	
(140)	922												35				511			
(141)	886	484																		
(142)	337					123					111									
(143)	911					528				236	147									

TABLE III.—(Continued)

	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
19				120																				
140						3																		
22				234		38			116									50						
14				75																				108
							33		33				12											
				66													72							
																	44							108
84																								
	15		84					26								14		39					30	54
									39								168		42					
									28	51								18						
									14	28							24		14					
						120			75	120		66		42										
									75									60			45			
									27									22	22		6			
																	48						48	
102								9											9					
									30				99			30								28
						15											15							
													80			44		60						6
													30											12
																	54		32					
16				40		108			40							255		10	36	21	30			198
	46				40														15					10
						52																		
45																								
									32	60	306		132			30		6	57		28			40
									84								165		221	214				121
								18									28							
						20					110						196		12	146	96			243
				60	60	81																		
								19						6				36	36			12		20
30						36		48									15		24					
								36					66				28							
				60				30	30												54			
													60											6
																					14			
36				63				30									36	30			6	8		
				8	4			4	6								54							
								16														18		
																		240						
24				138																				
																						168		270
				36	51			121					168											
									18								402							
																		66		19				

TABLE III.—(Continued)

Institution	Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
(144)	383	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	237	---	98	---
(145)	144	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	34	---
(146)	391	---	---	---	---	---	24	24	---	---	---	---	---	---	---	---	156	---	108	14
(147)	808	118	---	---	---	---	---	---	92	---	---	---	---	76	---	---	102	---	---	---
(148)	1080	---	---	---	---	---	720	---	---	---	---	---	---	---	---	---	360	---	---	---
(149)	201	---	105	48	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
(150)	444	---	---	---	---	---	33	33	---	---	---	161	161	---	---	---	56	---	---	---
(151)	898	---	---	---	---	72	390	50	---	---	36	350	---	---	---	---	---	---	---	---
(152)	484	---	---	---	---	---	84	---	82	---	94	---	---	---	---	46	76	---	84	---
(153)	1101	339	---	---	---	---	---	---	124	---	366	---	---	---	---	---	136	---	---	48
(154)	2976	1950	---	---	---	---	---	---	72	144	---	---	---	---	---	---	---	120	---	---
(155)	2001	---	---	33	66	---	972	---	---	---	---	---	---	---	---	---	468	---	177	180
(156)	166	---	---	---	---	---	80	---	---	---	---	---	---	---	---	---	70	---	---	---
(157)	2284	872	---	---	---	---	---	---	---	114	---	---	---	16	---	---	---	---	---	---
(158)	1456	---	---	---	---	384	60	---	---	---	---	---	---	---	---	---	158	44	144	---
(159)	128	128	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
(160)	152	---	---	---	---	---	48	---	---	---	---	48	---	---	---	---	---	---	---	---
(161)	386	16	---	---	---	---	147	147	---	---	---	---	---	---	---	---	30	30	16	---
(162)	834	---	---	---	---	---	774	---	---	---	60	---	---	---	---	---	---	---	---	---
(163)	1095	---	---	---	---	540	---	---	135	---	---	---	---	---	---	60	240	---	---	60
(164)	760	---	---	---	---	714	---	---	---	---	---	---	---	---	---	---	---	---	---	---
(165)	428	---	---	---	---	282	---	---	---	---	78	---	---	---	---	---	---	---	---	---
(166)	567	33	---	---	---	---	42	42	21	---	---	---	180	---	---	---	195	---	---	---
(167)	454	---	---	---	---	---	---	---	210	---	66	---	---	138	---	---	---	---	---	---
(168)	636	---	---	---	---	396	---	---	---	---	---	---	---	---	---	---	240	---	---	---
(169)	2344	---	---	---	---	---	1154	---	---	---	---	1154	---	---	---	---	---	---	---	36
(170)	260	---	---	---	---	---	42	---	---	---	---	---	---	---	---	---	112	---	76	---
(171)	410	---	---	---	---	---	219	---	16	---	---	---	---	---	---	---	171	---	---	---
(172)	45	---	---	---	---	---	45	---	---	---	---	---	---	---	---	---	---	---	---	---
(173)	300	156	---	---	---	---	---	---	144	---	---	---	---	---	---	---	---	---	---	---
(174)	438	---	---	---	---	318	---	---	---	---	120	---	---	---	---	---	---	---	---	---
(175)	1066	216	---	---	---	456	---	---	---	---	232	---	---	---	---	---	---	---	---	---
(176)	438	309	---	---	---	---	---	---	129	---	---	---	---	---	---	---	---	---	---	---
(177)	870	---	---	---	---	222	171	---	96	---	51	---	---	---	---	---	330	---	---	---
(178)	564	---	---	---	---	68	366	---	---	---	---	96	---	---	---	---	---	---	34	---
(179)	688	---	---	---	---	362	---	---	---	---	---	---	---	---	---	---	138	---	134	---
(180)	165	18	---	---	---	---	---	114	---	---	---	---	33	---	---	---	---	---	---	---
(181)	586	---	---	25	---	---	216	---	---	---	---	176	---	---	---	---	---	---	---	---
(182)	108	60	---	---	---	---	---	---	---	---	---	---	---	---	---	---	48	---	---	---
(183)	535	---	---	---	---	---	78	---	---	---	---	---	---	---	---	---	232	---	60	46
(184)	688	---	---	---	---	---	---	---	198	---	344	---	---	---	---	---	146	---	---	---
(185)	304	---	---	---	---	160	---	---	---	---	104	---	---	---	---	---	40	---	---	---
(186)	1268	1002	---	---	---	---	---	28	20	---	---	---	---	---	---	---	87	---	63	---
(187)	1229	23	---	---	---	---	332	---	---	---	36	---	---	---	---	---	592	---	246	---
(188)	1242	---	---	---	---	---	666	---	---	---	---	---	---	---	---	---	420	---	---	---
(189)	42	---	---	---	---	---	---	42	---	---	---	---	---	---	---	---	---	---	---	---
(190)	390	177	---	---	---	40	---	---	20	---	34	---	---	---	---	36	43	40	---	---
(191)	660	---	---	---	---	---	---	280	---	---	---	---	---	---	---	---	200	---	---	100
(192)	748	---	---	---	---	264	---	---	---	---	---	---	---	---	---	---	264	---	---	---
(193)	458	324	---	---	---	---	55	55	---	---	---	---	---	---	---	---	---	---	---	---
(194)	416	---	---	---	---	---	117	---	---	---	---	100	100	---	---	---	---	---	---	---
(195)	411	83	3	---	---	---	88	---	---	---	---	---	---	---	---	---	38	---	42	---

19

14

TABLE III.—(Continued)

Institution	Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
(196)	430					304											8		12	
(197)	3591						1540				567						380		700	
(198)	125					45							42					22		
(199)	102						54					48								
(200)	804	30					234		50								426			
(201)	438		30				36										262			
(202)	1456	556							60								540	90	90	
(203)	372						24									112	168			
(204)	1205	80					140		40		70					310	400			
(205)	707	81					223										99		81	78
(206)	590						356										178			
(207)	1066		38	40		276					666									
(208)	506	10	24				18		32							24	258	63		
(209)	320					90					110									
(210)	531						360		78							54				
(211)	407		24				194										163			
(212)	364						170		110			84								
(213)	513						204		195								82	9		
(214)	76								40								36			
(215)	811						16		172		564				10			11		
(216)	1488				68		176		248		150				50	128	302			
(217)	686						189		48							156	150			45
(218)	1477			30			486		122		38					54	480		14	27
(219)	700			30		170	58		57		115						128		50	
(220)	1000					150	160				450									
(221)	168		168																	
(222)	152	152																		
(223)	870						290		290		290									
(224)	106																			
(225)	57					57														
(226)	386					92											120	120		
(227)	956						214							234			288			
(228)	162					141														
(229)	186	68															64			
(230)	850		256								372									
(231)	370						40										306			
(232)	680						600										36			
(233)	612						204		204								102		102	

The following institutions are not included:

- (1) Fargo (suspended); Pomona; Tabor
(2) Hiram, Phillips

- (3) Newberry
(4) Nebraska Wesleyan, University of Southern California

TABLE III.—(Continued)

More than half the instruction reported is the general survey of the Bible. In many cases it is stated that this is for the purpose of information.

As Figure 2 accompanying indicates, this is divided between courses in the Bible and in the Old and New Testaments, with some bias toward the historical treatment and six per cent specified as literature.¹¹

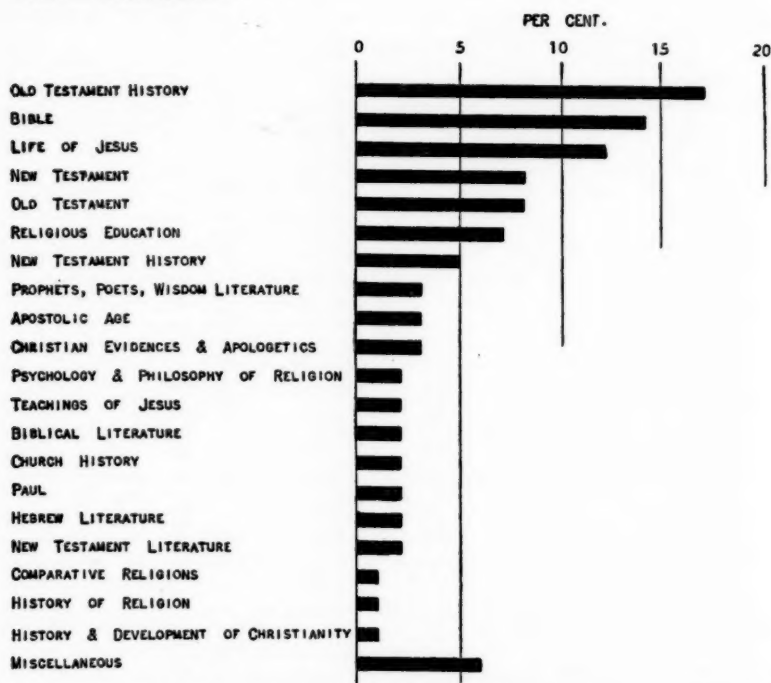


FIGURE 2—Distribution by Titles of Courses of 136,844 Semester Hours Earned, 233 Colleges, 1923-24.

Of other intensive courses, one in the Life of Christ is most frequent. The proportion of time given to such subjects as comparative religion, psychology and philosophy of religion, Christian evidences, church history and the technique of religious instruction is relatively small.

¹¹ There have been excluded 7,306 semester hours in miscellaneous subjects of religious instruction which could not be classified.

Referring from this total to the subjects prescribed for freshmen and sophomores, indicates that the bulk of enrollment in courses coincides with the prescription. Courses prescribed for freshmen and sophomores are chiefly: Old Testament, New Testament, Bible, Life of Christ. Other courses so designated are usually Biblical introduction, Apostolic Age, a few courses in Biblical history, Biblical geography and sources of Christianity, and several orientation courses. The typical institution prescribes Bible for the freshman year; sometimes Bible is prescribed to be completed by the junior year. In a few cases (Pacific University and Atlantic Christian College), it may be taken at the option of the student in any year.

A few institutions—Hillsdale, Washburn, Milton, Roanoke, Lawrence, Birmingham Southern, Randolph Macon, Kansas City University, Hobart and Heidelberg—stipulate that their courses are not open to freshmen.

The thirty-one students who in every group of 100 are prepared for work on the junior and senior level, are in the typical institution taking a three-hour course of intensive nature in the Old Testament, Poets, Prophets and Wisdom Literature, Christian evidences, or religious education or philosophy of religion as the denominational preference permits. There are no figures to indicate the proportion of upperclassmen taking free electives.

Kind of religious instruction, then, is partly determined by the classification of the student and his previous education. The latter has been of such a nature that the college assumes that instruction in religion should begin with general informational courses about the Bible.¹²

Kind of religious instruction is further determined by American practice in education. The deductive method is characteristic of our practice and the historical course and the general survey are likely to be the foundation on which any department is built. The second step in the typical course is the one of informational content. The third step is the intensive treatment of selected phases; and fourth, instruction in the technique of teaching the subject, with possibly opportunity for practicum.

¹² The student has made little use of the permitted high school unit in Bible for college entrance. (*Christian Education*, Volume II, Number 15.)

TABLE IV.—DISTRIBUTION OF SEMESTER HOURS EARNED BY COURSES, DENOMINATIONAL AND STATE INSTITUTIONS, 1923-24

Denomination	Total	1	2	3	4	5	6	7	8	9	10	11
1. Baptist	9,947	1,782	385	105	.....	1,262	457	291	138	99	738	104
2. Baptist, Seventh Day	467	.....	.....	.....	44	142	.....	.....	.....	16	137	.....
3. Brethren	2,772	201	.....	.....	.....	100	628	18	62	88	322	92
4. Brethren, United	1,464	132	16	18	.....	356	512	.....	80	.....	116	.....
5. Christian	2,304	720	.....	.....	.....	.....	.....	105	.....	.....	39	.....
6. Congregational*	9,167	2,007	323	.....	.....	964	321	.....	259	.....	907	114
7. Disciples of Christ*	6,524	206	.....	.....	126	506	924	396	148	136	593	870
8. Evangelical	1,460	.....	.....	.....	.....	208	166	.....	.....	.....	36	.....
9. Friends (Orthodox)	3,330	289	342	.....	.....	24	605	20	66	.....	198	225
10. United Lutheran*	6,609	1,868	.....	.....	.....	652	72	.....	.....	122	490	72
11. Methodist Episcopal*	23,910	2,590	629	.....	84	564	3,768	77	474	157	1,936	1,972
12. Methodist Episcopal So.*	21,475	4,463	585	81	66	1,251	2,745	187	590	72	1,220	659
13. Methodist Protestant	666	144	.....	.....	.....	.....	195	147	.....	.....	.....	48
14. Presbyterian, U. S.*	12,197	714	.....	.....	.....	2,996	3,175	42	655	96	607	1,250
15. Presbyterian, U. S. A.*	25,152	2,444	119	65	68	1,179	5,297	519	1,263	.....	2,645	408
16. Presbyterian, United*	3,863	.....	60	60	.....	320	893	.....	227	.....	603	.....
17. Protestant Episcopal	1,353	152	168	.....	.....	57	290	.....	290	.....	290	.....
18. Reformed in America	1,504	.....	.....	.....	.....	233	214	.....	.....	.....	.....	.....
19. Reformed in the U. S.*	2,698	68	256	.....	.....	.....	844	.....	204	.....	372	.....
Total	136,844	17,786	2,823	329	388	10,814	21,106	1,802	4,456	786	11,249	5,853
20. Fifty State Institutions.....	15,075	1,186	5,546	61	152	361	1,037	192	176	229	616	247

(*) See Table I, Note 12, p. 223.

TABLE IV.—(Continued)

Denom- nation	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1.	132	.....	.....	168	813	340	170	150	709	.....	.....	226	.....	.....	225	18
2.	.....	.....	.....	.....	8	.....	6	.....	.....	.....	.....	.....	.....	.....	20	.....
3.	.....	.....	49	280	70	116	10	94	.....	10	188	28	30	.....	.....	.....
4.	.....	.....	.....	22	10	.....	.....	20	8	.....	.....	4	.....	.....	.....	.....
5.	.....	.....	.....	.....	264	.....	.....	138	.....	.....	.....	.....	.....	.....	.....	.....
6.	324	.....	33	76	624	248	103	35	162	.....	.....	157	.....	.....	243	30
7.	.....	39	.....	66	572	80	141	125	64	126	.....	360	33	.....	.....	246
8.	.....	.....	.....	.....	736	84	.....	.....	.....	.....	.....	.....	.....	.....	.....	38
9.	18	.....	.....	45	354	36	168	117	33	122	.....	.....	.....	.....	.....	.....
10.	.....	.....	.....	.....	674	.....	.....	296	426	.....	.....	1,204	.....	41	24	153
11.	797	.....	279	165	1,130	1,541	252	283	91	.....	84	189	187	100	128	.....
12.	232	92	.....	88	2,388	44	1,051	266	58	.....	.....	345	51	108	435	152
13.	.....	.....	.....	.....	30	30	16	.....	.....	.....	.....	12	.....	.....	.....	.....
14.	180	138	.....	60	1,426	.....	244	96	.....	10	.....	167	54	.....	60	.....
15.	175	.....	60	664	5,412	235	1,294	224	169	.....	.....	304	129	177	61	274
16.	.....	.....	.....	210	758	.....	64	72	.....	.....	.....	340	.....	.....	.....	56
17.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18.	.....	234	.....	.....	408	120	.....	.....	.....	.....	.....	220	.....	.....	.....	.....
19.	.....	.....	.....	.....	508	.....	102	.....	.....	.....	.....	.....	.....	.....	.....	44
Total	1,858	503	421	1,944	16,185	2,874	3,621	1,916	1,720	268	272	3,556	484	426	1,196	1,450
20.	208	144	.....	80	592	475	60	636	309	.....	.....	282	.....	40	159	755

TABLE IV.—(Continued)

Denoml- nation	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
1.	36	137	153	376	18	36	44	201	174	26	64	.....	78	60	.....	294
2.	20	.....	.....	.....	.....	.....	.....	12	12	.....	.....	.....	.....	.....	60	61
3.	48	.....	.....	.....	.....	.....	.....	24	69	40	61	35	36	.....	.....	.....
4.	.....	.....	.....	.....	.....	.....	.....	.....	268	60	60	.....	24	.....	.....	69
5.	.....	36	.....	.....	.....	.....	.....	.....	340	36	572	159	.....	.....	.....	811
6.	103	125	.....	235	68	57	.....	15	63	.....	72	.....	.....	.....	.....	301
7.	177	38	30	.....	.....	.....	.....	54	.....	125	108	.....	.....	18	61	.....
8.	105	51	.....	.....	.....	.....	.....	.....	36	.....	22	16	.....	.....	.....	.....
9.	.....	32	.....	142	.....	.....	.....	22	54	.....	108	24	.....	39	34	36
10.	168	.....	.....	110	104	18	.....	.....	.....	50	.....	.....	.....	.....	.....	114
11.	555	663	.....	176	479	48	.....	583	751	281	520	381	279	20	30	1,002
12.	198	36	.....	.....	168	.....	.....	.....	1,017	600	312	477	105	186	.....	1,277
13.	.....	.....	.....	.....	.....	20	.....	.....	.....	24	.....	36	.....	.....	.....	85
14.	.....	.....	.....	.....	30	.....	.....	22	54	.....	164	.....	12	110	18	183
15.	214	310	.....	404	.....	127	.....	20	246	159	.....	.....	.....	.....	.....	66
16.	.....	.....	.....	.....	.....	128	.....	16	50	.....	.....	.....	.....	.....	.....	.....
17.	.....	.....	.....	106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18.	.....	.....	.....	.....	.....	21	.....	54	.....	.....	.....	.....	.....	.....	.....	.....
19.	28	.....	.....	54	.....	.....	.....	.....	24	108	.....	.....	86	.....	.....	.....
Total	1,652	1,428	183	1,603	867	455	44	1,023	3,158	1,509	2,063	1,128	610	433	203	4,299
20.	284	358	166	66	24	104	.....	38	225	.....	52	22	.....	22	.....	837

Kind of instruction in religion is finally and decisively determined by denominational philosophy. Many differences which can not show in catalogue statements are to be taken for granted.

The courses and semester hours taught by separate institutions show obvious differences in tendencies when summarized

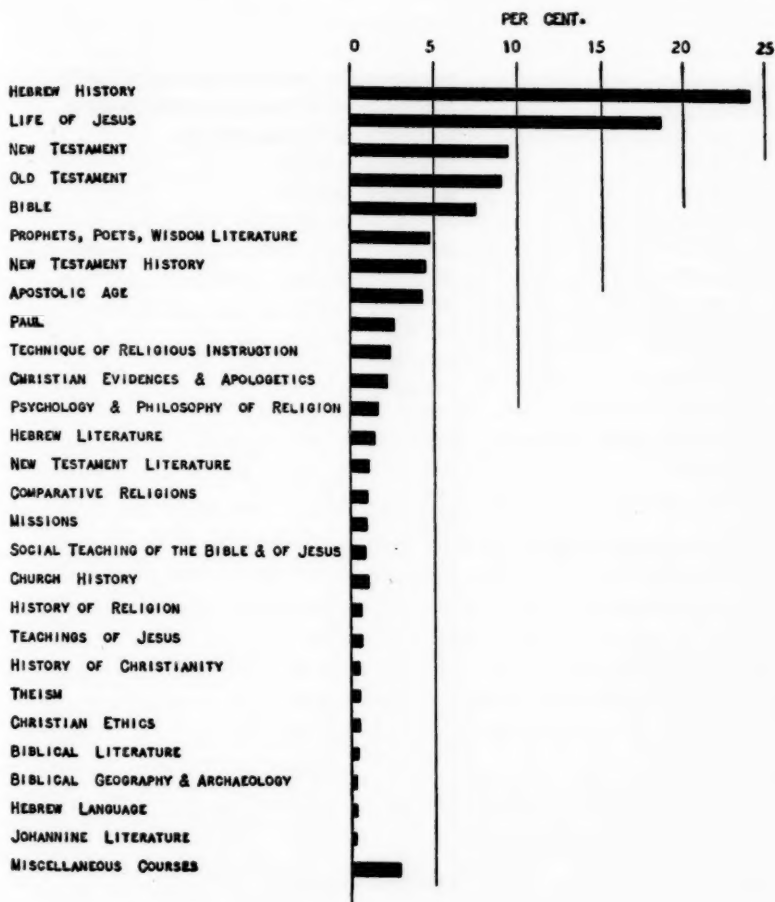


FIGURE 3—Distribution of 38,289 Semester Hours Earned in Colleges under Presbyterian auspices (Presbyterian U. S. A., Presbyterian U. S., United Presbyterian), 1923-24.

by denominations.¹³ The material of religious instruction is more or less fluid, and dependent upon interpretation. Colleges of the Methodist and Presbyterian groups illustrate clearly essential differences in denominational interpretation. Colleges of Presbyterian affiliation representing nearly 20,000 students show the historic position of religious instruction as in Figure 3.

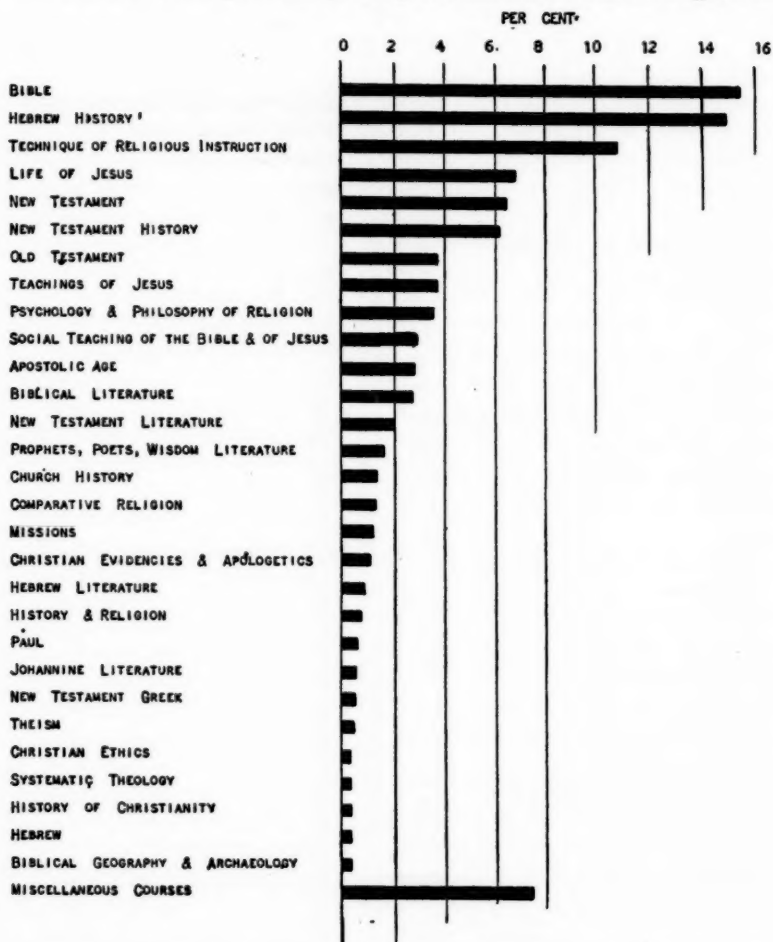


FIGURE 4—Distribution of 44,301 Semester Hours Earned in Colleges under Methodist auspices (M. E., M. E. S., M. P.), 1923-24.

¹³ Table IV, pp. 242.

More than one-quarter of all the work taken is history; more than another quarter is general Biblical courses; 18 per cent of the registration is in courses in the Life of Christ.

Colleges of the Methodist group are distributed over 44,000 semester hours earned describing opportunities for instruction in religion available for 36,000 students as in Figure 4.

The reports of Methodist colleges indicate that 21 per cent of the registration is in courses in history; also, quite as much as the Presbyterian group, they emphasize general informational courses in the Bible. A larger proportion is enrolled in religious educational technique and in those subjects which imply the analysis and interpretation of life via the psychology and philosophy of religion, and in the analysis of society as implied in such courses as the social teachings of the Bible, social interpretation of Jesus, Christian sociology and missions. Precisely, this group teaches 11 per cent in the technique of religious education as against 2 per cent by the Presbyterian group; 4 per cent in philosophy and psychology of religion as against 1.5 per cent by the Presbyterian institutions; 6.5 per cent of the registration is in courses in life of Christ, while the Presbyterian group gives three times as much.

On the other hand, colleges under Presbyterian auspices are more exact in quantitative prescription. The median course is two hours, and credit ranging from one to six semester hours is offered. Texas Presbyterian University gives assigned scripture lessons daily for two years without credit. Work in the Old Testament is vigorously emphasized. There is much work in the Apostolic Age; very little in missions; no New Testament Greek. Such courses in the interpretation of religion as the psychology and philosophy of religion, religious, social and ethical ideals, are advertised but were not taught during 1923-24 in Wooster, Parsons, Tusculum, Wabash, Lake Forest, Buena Vista, Lindenwood or Missouri Valley colleges.

In Christian evidences, colleges of Presbyterian connection teach about 2 per cent of their courses, especially in the Presbyterian U. S. and United Presbyterian groups. Christian evidences are taught at Austin, Davidson, Hampden-Sydney and

the Presbyterian College of South Carolina. The United Presbyterian group makes Christian evidences a senior requirement in two cases and offers such courses in all its institutions. Westminster College, Missouri, has a class in the Westminster Catechism.

The logical extremes of this fundamental difference between Methodist and Presbyterian educational thinking are illustrated in the cases of Davidson College and Ohio Wesleyan University through their departments of religious instruction in 1923-24.

These two departments were chosen for comparison partly be-

TABLE V—DEPARTMENTS OF RELIGIOUS INSTRUCTION IN
TWO COLLEGES, 1923-24

College	Title of Course	Semester Hours	Students	Semester Hours Earned
Davidson	Old Testament History.....	6	189	1134
	Old and New Testament History	6	189	1134
	Church History and Government	6	6	36
Ohio Wesleyan	Training for Christian Service..	3	17	51
	Training for Christian Service..	2	27	54
	Education in Religious Living..	3	14	42
	Christianity and its Educational Task	3	32	96
	Religious Education of Children	2	19	38
	Religious Education of Adoles- cents	2	14	28
	Supervision of Religious Educa- tion	6	2	12
	Christian Faith	2	34	68
	Christian Faith	2	39	78
	Christ and Other Masters.....	2	25	50
	Modern Doubt	2	55	110
	New Japan	3	10	30
	Evolution in China.....	3	15	45
	Foreign Task of the Church.....	2	14	28
	Problem of Africa.....	2	12	24
	Transformation of India.....	3	13	39
	Religions of the World.....	2	10	20
	Synoptic Gospels	2	674	1348
	Hebrew History	3	364	1092
	History of Israel.....	4	30	120
	New Testament	3	97	291
	Psalms and Job.....	3	84	252

cause their respective institutions furnished the largest number of candidates for the ministry to theological seminaries in 1921-22.¹⁴

Institutions which have only historic connection with the two denominational groups concerned, may lose the positive marks of denominational identification, as in the cases of Hamilton College (Presbyterian in origin) which offered one six-hour course in English Bible and sixteenth century prose in which seven students were enrolled; and Wesleyan University (Methodist in origin) where one six-hour course in English Bible in which forty-two were enrolled was taught in 1923-24.

In the colleges under Methodist and Presbyterian auspices more than half of all the students concerned in this study are enrolled. The remaining number is divided among nine major denominational preferences.

Both branches of the Reformed Church follow the Presbyterian tendency; the Evangelical Church follows the Methodist tendency with certain adaptations. Through the other denominations the order varies but the topics are essentially the same.

The Protestant Episcopal Church does not rely fundamentally upon its classroom instruction for the inculcation of religious life. Two colleges specifically state this in their replies, adding that they are in the process of changing courses at the present time. It is not expected that the student major in Bible. Most of the college courses of this group are in English Bible though there is a three-hour course on information and orientation in religious problems.

The colleges of the United Lutheran Church usually require classroom instruction in religion for two hours per term, sometimes for all four years. Lenoir-Rhyne illustrates the extreme historic tendency: ethics, doctrine and sources of Christianity, four hours required for freshmen; beginnings of Christianity, four hours required for sophomores; history of Christianity, four hours required for juniors; Christian evidences, four hours required for seniors. Gettysburg and Muhlenberg give enough

¹⁴ Association of American Colleges *Bulletin*, Volume IX, Number 3, May, 1923.

work to permit a major in religious subjects including some work in religious education.

The colleges under the auspices of the Friends are likely to give a little technical work in homiletics, pastoral methods, training for leadership; and almost all of them give courses in denominational history.

The institutions under Baptist auspices report one-third of all their semester hours earned in courses in Bible (the Methodist Episcopal and Presbyterian U. S. A. have one-tenth in this subject), and give a great deal of time to the New Testament. The largest amount of New Testament Greek is taught in these colleges, as well as more work in missions and more Biblical geography and archaeology.

The University of Chicago reports its maximum number of semester hours earned in a course entitled Masterpieces of Religious Literature, the enrollments next in size in courses entitled the Bible, Great Religious Leaders, the Religion of Jesus, the Gospel of Mark, Dramatic Elements of the Bible, Christianity in the Modern World, Authors of the Bible, Hellenistic Background of Paul, Old and New Testament, Modern Religious Literature, Interpretation of Biblical Literature and Rise of Christianity.

The Brethren and Disciples of Christ follow Baptist tendencies in their emphasis on the New Testament and Missions. All of the colleges of the Disciples of Christ have schools of the Bible or colleges of the Bible or some provision for the training of ministers and it has not been possible uniformly to separate these courses and their offerings for the potential minister from those taken by other undergraduates. They give some Hebrew as well as Greek, missions, homiletics, and much study of the Bible. Among colleges of the Brethren, LaVerne and Morris teach systematic theology.

Religious instruction in colleges of the Congregational group is quantitatively small. Yankton did not teach any of its courses in 1923-24 but announces that it will teach them in 1924-25; Middlebury offered one course in this year. Wheaton offers two hours in each year. Berea College offers the largest amount

including work in the rural church and in church and Sunday School methods evidently intended for local needs. Grinnell College is beginning a new opportunity for a major in religious subjects.

Carleton College offers a distinctive example of the development of the philosophic trend in the Congregational college as compared with the development of practicum in the Methodist group.¹⁵

TABLE VI—DEPARTMENT OF RELIGIOUS INSTRUCTION,
CARLETON COLLEGE, 1923-24

Title of Course	Semester Hours	Students	Semester Hours Earned
Personality of Jesus.....	3	18	54
History of Religions.....	3	7	21
History of Religions.....	3	5	15
Old Testament	3	55	165
New Testament	3	66	198
Survey of Old Testament.....	3	37	111
Survey of New Testament.....	3	32	96
Prophets	3	23	69
Social Significance of Jesus.....	3	19	57
Meaning of Christianity.....	3	20	60
Modern Christianity	3	13	39
Religious Education	3	17	51
Religious Development of the Child.....	3	10	30

Of objective judgments of quality which have nothing to do with denominational qualitative differences, there are certain clues in the current rating of the Religious Education Association.¹⁶

Of departments accredited as of grade A by the Religious Education Association, there are seventy-seven out of the 250 colleges of the study, or 30 per cent of the total.

¹⁵ Historically of Congregational affiliation, this institution is now affiliated also with Baptist and Protestant Episcopal groups.

¹⁶ The R. E. A. has recently published a preliminary report of the *Committee on Standardization of Biblical Departments in Colleges and Universities*. It lists 105 institutions, seventy-seven of which are included in the denominational colleges of this study. (*Religious Education*, Volume XIX, Number 6, December, 1924.)

The relation of the general educational accreditation of an institution by the standards of the American Council on Education is to the accreditation of its instruction in religion by the standards of the Religious Education Association as follows:

Of the 250 colleges of this study, 125 are accredited by the American Council on Education through their membership in regional associations and twenty-four by the acceptance of their credits at the University of California, or 60 per cent of the total.¹⁷

Sixty-seven of these colleges—(27 per cent)—are rated as of grade A by the Religious Education Association and are accredited by the American Council on Education. Eighty-two (33 per cent) are accredited by the American Council on Education but not by the Religious Education Association. Ten (4 per cent) are as of grade A by the Religious Education Association rating but are not accredited by the American Council on Education. Ninety-one (36 per cent) are not rated by either agency.

In all the foregoing, it is of the greatest importance to forbear taking too close a hold on what appear to be facts. Quantity is not a measure of the value of instruction, quality can not be determined by any data here available.

III

THEORY VERSUS PRACTICE

Of semester hours in religious instruction advertised to be taught during 1923-24 in more than 200 cases replying, 72 per cent were actually offered during the year.¹⁸ There is a general similarity between the denominations in their ratio of advertisement and offering. Among groups higher than the average, the United Presbyterian colleges taught 103 out of 109 advertised semester hours. The Congregational group taught 160 out of

¹⁷ The Educational Record, Volume III, Number 2, April, 1922.

¹⁸ These figures do not take account of the courses advertised to be taught at some time during the four year period, of which nearly every institution has from one to three.

207; the colleges under Methodist auspices taught exactly three-fourths of the total number of semester hours advertised.

The total advertisement of a department presumably indicates the institution's theory of a complete whole in this field; the work actually taught indicates its practice. The discrepancy between the two may represent an ambition for new courses which has not yet materialized; it may mean that traditional courses are slowly dropping from the offerings because there is not a demand for them; or it may mean merely readjustments in the teaching staff.

Subjects omitted during 1923-24 have been listed to see if there is any similarity in the omissions. Arranged in the descending order they are as follows: Religious Education 303 semester hours, New Testament Greek 139, Prophets, Poets and Wisdom Literature 116, New Testament 114, Bible 91, Old Testament 85, Church History 78, Philosophy of Religion 70, Hebrew Language 68, Missions 63, Hebrew History 56, Life of Jesus 51, Biblical Literature 39, Psychology of Religion 33, Beginnings of Christianity 33, History of Religions 32, Hebrew Literature 31. The amount of Hebrew omitted is large in proportion to the amount advertised and offered as is the amount of New Testament Greek. Missions which is ordinarily a two-hour course is omitted twenty-three times.

Not quite half the total college undergraduates concerned are enrolled in the classroom instruction in religion available for them. By counting the number of students enrolled in all classes (this number including duplicates) the proportion is 47 per cent. Among denominations, the colleges of the United Presbyterian Church enroll all of their students, those of the Christian Church nearly all, those of the United Lutheran Church 75 per cent, the Presbyterian U. S. A. group 71 per cent, Friends 64 per cent, Brethren 58 per cent, Methodist groups from one-half to one-third respectively.

There are no data differentiating between work prescribed and elective and without them the total above loses greatly in significance.

The proportion of students receiving instruction in religion would be smaller if instead of the college of arts and science, the total enrollment were used as the basis of comparison. Theoretically, religious instruction may be elected by students of technical departments, practically, in the cases examined it is not prescribed. The universities have from 400 to 4,000 students in addition to those enrolled in the college of arts and science; Northwestern University has 2,000, Syracuse 4,000, Southern Methodist University 1,000. The average denominational college has from fifty to 150 of these students in addition to the enrollment already counted.¹⁹

III

FACULTY

Another indication of the kind of instruction in religion available in denominational colleges is the education of professors; that is, the colleges and theological seminaries in which they studied.²⁰

There are 371 cases for which the source of the college work is reported. The baccalaureate degrees were usually conferred by a college of the denomination. In eighteen degrees of professors in Baptist institutions, all were secured from colleges under Baptist auspices except two. In the case of the Brethren Church, the twenty-one degrees came from colleges of the Brethren, except three. In the case of the Disciples, (twenty degrees) all came from Disciples colleges with the exception of two. Of the seventy degrees in Methodist Episcopal institutions, all but six were earned under Methodist auspices. Of fifty-one degrees

¹⁹ In the Congregational and Presbyterian groups, these students are due to the practice of having a conservatory of music; in colleges of the Methodist Episcopal church, where such groups average 250, the highest number in any denomination, the practice is due to the custom of having many special students and to a horizontal spreading of the program including many technical subjects.

²⁰ The Association of American Colleges *Bulletin*, Volume IX, Number 3, gives data from which teaching force of the denominations can be traced by way of preparation in college and theological seminary. For the discussion of the present study, 206 institutions provided data.

of the Presbyterian U. S. A. group, all but fifteen were secured in Presbyterian U. S. A. colleges. The greatest divergence from this practice is in the Congregational group where in forty-three reported degrees the source of ten is unknown and only thirteen are from Congregational colleges.

The 208 master's degrees (M.A. and M.S.) reported are largely from denominational colleges. Twelve are from denominational colleges not recognized by the American Council on Education as preparing students for graduate work in foreign universities.²¹ Of the remaining 196, ninety-six were earned under denominational auspices; eighty-five were conferred by large universities such as Yale, Harvard, Chicago, Princeton, Cornell, and Columbia; in this group Chicago has twenty-six degrees, the largest number from one institution. The remaining fifteen degrees were earned at tax supported institutions.

Of the ninety-two doctor of philosophy degrees, the University of Chicago also conferred the largest number, or thirteen; Boston University conferred ten, Columbia eight, Yale seven, Harvard six, Clark four, Northwestern three. The others were conferred by nationally known institutions with the exception of eight conferred as follows: Grove City two, Denver, Findlay, Dropsie, Illinois Wesleyan, Mount Union, and Westminster, one each.

Of the 163 bachelor of divinity degrees, Boston University conferred twenty-four, Garrett and Yale thirteen each, Princeton eleven, Vanderbilt eight, Union (New York City), and Hartford, seven each; McCormick six, Drew four, while the remaining seventy degrees were conferred by other universities.

Of the ten master of theology degrees, Harvard University, which conferred only one B.D. degree, conferred one; Boston University conferred six; the remaining were conferred by Garrett, Princeton and the Southern Baptist Theological Seminaries, respectively.

²¹ Oklahoma Baptist, Bridgewater, Westfields, Union Christian, Albright, Western Union, Ohio Northern, Mount Union, Central Wesleyan, Cumberland, Birmingham and North Carolina Colleges.

Of the five doctor of theology degrees, Harvard conferred three; Crozer and Drew each conferred one.

The denominational connection which begins with the college frequently continues through the theological seminary and as teacher returns to the college again.

Seminary graduates teaching in Methodist Episcopal institutions earned their B.D. degrees in Methodist theological seminaries, except two. Those teaching under Methodist Episcopal, South, auspices, studied chiefly at Vanderbilt with representatives from Yale, Hartford and Drew. In Presbyterian U. S. colleges, teachers have B.D. degrees from Princeton and from southern institutions. Denominations having fewer seminaries, such as the Evangelical and Brethren groups, report a larger proportion of B.D. degrees earned under other auspices; the Congregational group reports B.D. degrees earned at Crozer, Boston, Princeton, Iliff, Montreal Presbyterian, and Union Theological Seminary, as well as at seminaries of Congregational affiliation.

The typical instructor reported has more than one earned degree; the second degree may be that of master of arts, bachelor of divinity or doctor of philosophy.²²

Instructors in institutions under the auspices of the Congregational, Protestant Episcopal and Disciples of Christ churches have an average of about one and one-half higher degrees in proportion to the reported A.B. degrees. Instructors in colleges under Methodist Episcopal auspices report an average of one and one-third higher degrees for the reported baccalaureate degrees; those teaching in colleges of the Presbyterian U. S. A., the Methodist Episcopal, South, the United Presbyterian and the Brethren groups have an average of one higher degree for each A.B. degree.

²² In the sixty-eight institutions having one instructor each, the degrees reported are as follows: Four A.B. or 6 per cent; two A.B. and B.D. or 3 per cent; fourteen A.M. degrees, 21 per cent; twenty-one A.M. and B.D. degrees, 31 per cent; eleven B.D. degrees, 16 per cent; sixteen Ph.D. degrees, 23 per cent. These statements concerning the number of advanced degrees are conservative, since some institutions report only the highest earned degree.

The material of the foregoing replies comes in such form that it is impossible to say how much instruction in religion is provided by the college and how much by such technical departments as the college of the Bible, the theological seminary, the theological department, or the school of religious education. A part-time arrangement, in which an instructor is shared between the college and the theological department or college of the Bible, is customary.

In more than half the cases reporting, some other work is assigned to the professor giving religious instruction. Teaching in the departments of philosophy or classics and administrative work are reported frequently as other work.

In the limited number of cases reporting, the average professor teaching Biblical and religious education receives a salary of \$2,600. This salary begins at \$1,350 and may attain to \$4,250, with the distribution of 105 salaries as follows: From \$3,000-\$4,250, forty cases; \$2,000-\$3,000, fifty-two; \$1,325-\$2,000, thirteen cases.²³

These figures are the total for men of all ranks. There are only two men ranking as instructors in the number reported. If these two are excluded, salaries for men of professorial grade, including associate and assistant professors range from \$1,500 to \$4,250, with the median still at \$2,600. The highest salary scale reported is that of a western co-educational college which pays \$4,200 to the dean and \$3,500 to professors.

²³ Only one-half of the institutions replying gave comparable information about salaries. Total data comprised replies on 214 cases, the amounts ranging from \$1,200 to \$4,250; the median \$2,600, the general distribution as follows: Above \$4,000, thirteen cases; \$3,000-\$3,999, fifty-seven cases; \$2,000-\$2,999, 110 cases; below \$2,000, thirty-four cases. Ten of the salaries included are those of presidents or deans who are presumably paid for their executive work as well as their ability as instructors. In order to find out the average salary paid for teaching of the Bible and religious education in the college, twelve institutions affiliated with theological seminaries are excluded as are the thirty-six institutions which report part time instructors ranging from one to five. Small amounts of a few hundred dollars and amounts appropriated to be divided between professors have not been counted as salary. House was estimated at three hundred dollars and board and room at five hundred dollars for the school year.

In all institutions replying, thirty-one women are reported in the teaching positions of this department; of these the salaries of eighteen are available. Fifteen of them are apparently teaching for full time and the salaries are comparable. The salary range is from \$1,200 to \$3,000 and the median salary is \$1,900. Twelve of these women are of some grade of professorial rank and when these twelve are considered separately, their salary range is from \$1,400 to \$3,000 and the median \$1,950.

The largest amounts reported are paid by colleges for women. The smaller southern colleges for women which have replied pay from \$1,500 to \$2,000.

The amounts paid by denominations for religious instruction on a full time basis are sufficiently alike within themselves to make it reasonable to take an arithmetical average. By this method, the Congregational group is paid the highest average salary of \$2,815 and the Presbyterian U. S. A. group \$2,616; the Methodist Episcopal \$2,607; Methodist Episcopal, South, \$2,590; Presbyterian U. S. \$2,454; Friends \$2,375; Baptist \$2,316.

In addition to the salaries paid for this department, the typical college spent in 1923-24 \$200 for equipment to be used in instruction.²⁴ This amount was spent chiefly for books, though clerical allowance, attendance at conferences, maps and other illustrative material are sometimes included. The largest expenditures reported are in institutions under Methodist auspices: Cornell, Galloway, Birmingham Southern, Trinity, Randolph Macon, Women's College of Alabama, Grenada, DePauw, Hamline, Southwestern, Wesleyan, Emory, and Ohio Wesleyan, spent \$500 or more.

Among Presbyterian institutions, Maryville, James E. Miliken, Park, Lafayette, and Wooster spent \$500 or more. Other institutions reporting expenditure up to \$500 are Northland, Earlham, Pacific, and Susquehanna.

²⁴ Eighteen colleges said that they do not know the amount of the special appropriation of this department and forty-five that they have no fixed appropriation or receive it "as needed." The median reported for 108 cases is \$200, with the range extending from a few dollars to \$4,600, the highest figures representing exceptional purchase of new material.

V

COMPARISON WITH STATE INSTITUTIONS

Bulletin IV of the National Council on Religion in Higher Education entitled "Undergraduate Courses in Religion at the Tax Supported Colleges and Universities of America" provides the source material for this comparison.²⁵ It concerns forty-five state institutions enrolling more than 100,000 college students.

1. How much Religious Instruction?

This material may be made comparable with that supplied by denominational colleges for this study by the method already outlined. For example, the University of Alabama offers a course of six semester hours in English Bible which is taken by fifty-four students, making 324 semester hours earned. This is .358 semester hours earned per student by those enrolled in the college only, 903 students; there are also 683 in undergraduate departments who are excluded from this computation. The University of California computed on the same basis has a ratio of .354, but the enrollment concerned is 5,225 in the college only and 8,343 in undergraduate departments are excluded from the computation.

When all this material is measured in terms of the college only, the range of instruction in religion on a mathematical scale of forty-five state institutions (1922-23) is from .665 to .006, with the median at .167. On a basis of college undergraduates in arts and science, then, the proportion of instruction in religion given in state universities as compared with that in denominational colleges is as .167 to 1.66.

These figures are too crude to have finality. Briefly, they mean that classroom instruction in religion in the denominational college was to instruction in religion in the university in this year in the ratio of ten to one.

Among state institutions, those in the South have the largest proportion of instruction in religion. Alabama College for Women is represented by .665, the University of South Carolina by .592 and the University of Virginia by .484. The University

²⁵ This bulletin may be obtained by addressing Dr. Charles Foster Kent, Yale University, New Haven, Connecticut.

of Texas in itself is represented by .095 but a combined amount of .212 in Bible chairs under denominational control makes the total of the university .307. The University of North Dakota has no enrollment for religious instruction; Wesley College there is represented by .438. The University of Illinois through the Wesley Foundation, the Columbus Foundation and the Disciples Foundation is represented by .303.

Among teachers colleges the volume of registration is about the same as that at state universities. Among agricultural and

TABLE VII—DISTRIBUTION OF 15,705 SEMESTER HOURS EARNED
IN COURSES IN RELIGIOUS INSTRUCTION UNDER STATE
UNIVERSITY AUSPICES, 1922-23

Title of Course	Per Cent
Biblical Literature .....	.354
Bible .....	.075
Hebrew History .....	.066
Comparative Religion .....	.048
Church History .....	.041
New Testament .....	.039
Life of Jesus .....	.038
Teachings of Jesus .....	.030
Old Testament .....	.023
Philosophy of Religion .....	.023
Religious Education .....	.020
History of Christianity .....	.019
Christian Evidences and Apologetics .....	.018
New Testament History .....	.016
Psychology of Religion .....	.016
New Testament Greek .....	.015
New Testament Literature .....	.013
Hebrew Literature .....	.012
Prophets, Poets and Wisdom Literature .....	.011
Religious, Social and Ethical Ideals .....	.011
History of Religion .....	.010
Acts .....	.009
Hebrew .....	.009
Social Interpretation of Jesus .....	.006
Paul .....	.005
Biblical Geography and Archaeology .....	.004
Apostolic Age .....	.004
Modern Religious Problems .....	.004
Christian Ethics .....	.002
Missions .....	.002
Social Teachings of the Bible .....	.001
Miscellaneous .....	.053
	1.007

mechanical colleges, the amount is smaller, ranging from .311 at Idaho to .006 at Iowa Agricultural and Mechanical College.

The per cent that enrollment in courses in religion is of total college enrollment is ordinarily very small in state institutions, frequently less than one per cent as a study of this bulletin will show. In the known cases, college enrollment is about 64 per cent of total university enrollment.

2. What kind of Religious Instruction?

In the material taught in state universities, Biblical literature ranks first. Courses which aid in the interpretation of religion, with some study of its historic phases, are next in quantity.

The general distribution of subject matter is indicated in the distribution of 15,705 semester hours earned in twenty-eight state universities in 1922-23 as in Table VII.

3. Faculty.

There is no comparable information about the teaching staff of the departments of religion in state universities.

From Bible chairs, schools of religion and Foundations offering courses credited by state institutions, reports obtained concerned only twenty-three teachers. These teachers had an average of one and a third degrees beyond the baccalaureate degree and the average salary was \$2,666.

VI

PROBLEMS

The following appear to be the chief problems in connection with present opportunity for instruction in religion in colleges under Protestant auspices:

1. *The quality of instruction.*

The work in religious instruction is not universally satisfactory in the personality and education of teachers as evidenced by their degrees and their salaries. Part of their time frequently goes to other duties in such proportion that the college instruction in religious subjects is unrelated and fragmentary. The college student, then, has a piece of a plan, perhaps originally made to serve other purposes. In colleges of less than standard

educational values, this condition can improve only as the status of entire faculties improves.

2. Denominational inbreeding.

A college under given denominational auspices interprets its instruction in religion according to those auspices. This fact is so generally understood that the question of religious instruction except by denominational interpretation is not a point at issue.

There are, however, questions as to the better method of giving instruction in religion under denominational auspices. Those denominational groups which draw their teachers from too close a circle of college and seminary are (according to standards accepted in other educational fields) risking their vitality.

3. Place of instruction in religion in technical departments of denominational colleges and universities.

In institutions having departments of fine arts, music, commerce, education and other technical work on the college level, what should be the place of classroom instruction of religion? Data concerning these students indicate that election of religious work is permitted, but some institutions state that the demands of technical work are such that there is no time for more than the required minimum of general study. In a college having 250 students in the college of arts and 400 in the conservatory of music, this question may become a practical issue.

4. Difficulties of new subject matter.

Certain phases of instruction in religion are relatively new in conception. In the social, philosophical and religious education fields, there are the difficulties of an attempt to discover and appraise facts, build and apply a technique concurrently. This does not exist in the proven classics. In the teaching of New Testament Greek, for example, a precise technique which has been subjected to long experiment and practice may be employed in imparting a content definitely known. This is also true in a measure of other courses of Biblical instruction long established.

In fields made up out of modern experience, however, there

has not been available enough scholarship to explore fully or to assimilate. They remain large blurred masses to be dissolved.

5. Failure to consider pre-college instruction in religion.

It would seem that the different backgrounds of information, needs and points of view brought to the college by entering freshmen would receive as much consideration in religious instruction as is customary in other subjects, but so far as catalogue statements are concerned, this is not the case. Except as there are infrequent alternate courses, the college does not give evidence that it makes adequate provision for differences in personality and knowledge. There are many colleges in which every student must take certain prescribed courses no matter what his mental age, religious experience and previous Biblical and religious training.

6. Incompleteness of educational aim.

The college should provide for the complete religious development of its students, by work including four phases of instruction: (a) a fund of religious information; (b) a religious interpretation of life; (c) the application of religion to social relations; (d) training for participation in religious activities.²⁶

The quantitative data preceding indicate that the present program of the average college leaps from the process of taking in information to one of method in teaching it to others without the intermediate steps of assimilation to personal belief and social philosophy; *i.e.*, from the first to the fourth phase. Institutions under Methodist and Congregational auspices give the strongest evidence of a purpose to bridge this gulf.

Besides being incomplete in aim as a unified and complete program of religious instruction, the present plan is incomplete in its holding power over the whole student body, consequently over the individual. If half the college enrollment of a given year is outside of classroom religious instruction, it means that the early required courses did not impel students to go on and

²⁶ The classification was made by Professor George R. Betts, Northwestern University.

that for many of them religious instruction ended with the informational phase.

7. Method of approach to post-adolescents.

The deductive method is now chiefly in use in religious instruction. Biblical departments have begun with Old Testament History and given the freshmen the historic setting. After the Old Testament by the survey method, the New Testament is studied by the survey method. The work of the junior year may conceivably repeat the method beginning with the history and principles in religious education. This is a theroetical approach to content in subject matter which seems to ignore the religious interests and experience of the student. He has throughout the course too much the position of a means and not of an end.

At this point, the study leaves the method of finding facts and becomes the advocate of opinion.

The student as well as the subject matter must be the point of beginning religious instruction.

If, in favor of giving the student information, the college postpone the consideration of his personal interests and his religious experience, say until the junior year, sixty-five out of 100 students will not be in the college to consider the matter. If the college postpone such considerations until the beginning of the sophomore year, fifteen out of every forty freshmen will not be in the college.

The college ought, therefore, to allow its material of religious instruction to become fluid again for the purpose of reassembling it in a form more suited to the age and development of students.

IN SOUTHERN UNIVERSITIES

DR. O. D. FOSTER

During the month of February a very interesting experiment was tried out in the way of joint visits to the Universities of Florida, Alabama and Mississippi. The team was composed of Mr. J. W. Bergthold, Y. M. C. A. Secretary of the Southeastern Region; Dr. Henry H. Sweets, General Secretary of the Southern Presbyterian Board of Education; Dr. J. C. Todd, University Secretary of the Board of Education of the Disciples of Christ; Dr. J. W. Culbreath, Student Secretary of the Board of Education of the Methodist Episcopal Church, South, and Dr. O. D. Foster, University Secretary of the Council of Church Boards of Education. The Rev. Frank H. Leavell, Secretary of the Interboard Commission of the Southern Baptist Convention, also accompanied the team as far as his dates permitted.

The team conducted convocations and chapel in the various universities, held conferences with pastors, professors, association secretaries, young peoples' societies, spoke in Bible classes, fraternities, university classes, preached in the churches, held numerous personal interviews, took an inventory of the moral and religious conditions, surveyed the religious equipment and programs, submitted to questionings, collectively and individually, and finally in conference arrived at some very definite constructive suggestions. In every case the plan was broad, comprehensive and deemed fair. It was highly gratifying to sense the degree of unanimity of opinion which prevailed after the facts were in and the conclusions reached.

The team presented to the universities visited an effective example of cooperation. The churches were represented officially, separately by their respective Board Secretaries and collectively by the University Secretary of the Council of Church Boards of Education. The association was represented officially by the Regional Secretary of the Student Department. All participated in common programs, services and conferences. They held meetings with their respective groups separately and then brought these groups together in larger cooperative services and conferences. During the three days in each university *religion*

was stressed and the local religious agencies were encouraged to strengthen their programs in cooperation with each other that the task at the university might be done and no part be left undone.

In every case the president of the university, and leading members of the faculty, took an important part in the meetings. Their interest was genuine; their suggestions were helpful; their enthusiasm was stimulating and their attitude was encouraging. The leaders of the religious groups manifested great interest in discovering ways and means of bettering the religious work on and about the campus. Their contributions were vital and significant. They stood unitedly for a comprehensive program.

The Regional Association Secretary rendered especially good service in suggestion, spirit and example of give-and-take in co-operative effort. With such leadership in the association, it was felt by the church representatives, that the relationships between the churches and associations would become more and more satisfactory.

It was felt by those participating in the team visits that the experiment was highly successful. The methods employed could be improved and the plans worked out more carefully, but the spirit prevailing and the general impression left were gratifying. The extension of such demonstrations of cooperation to other centers can only prove helpful and it is hoped that other fields may be visited in the same way. Such concerted action is hastening the day when the religious forces about a campus will appreciate the significance of the slogan, "Cooperating, religion will stand; competing, religion will fall."

MEETING OF THE MID-WEST SECTION OF THE NATIONAL ASSOCIATION OF BIBLICAL INSTRUCTORS

The Mid-West section of the Association of Biblical Instructors will hold its next annual meeting at the University of Chicago in June, at the opening of the summer quarter. The meeting will be held in the Common Room of the Chicago Theological Seminary, exact date to be announced later.

The general topic will be, "What Are We Trying to Do?" There will be a paper on the use of slides in the teaching of Biblical history and an exhibit with a discussion of the use of maps. Papers will deal with the "Conflict of Objectives in Our Denominational Colleges," the "Sociological Approach to the Study of Religion" and "How the Teacher of Graduate Students Sees the Work of the Teacher of Undergraduates."